

Pre Test Workshop

Limited English Proficiency Assessment



LAS Links™

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Pre-Test Workshop Topics

This workshop is meant to be interactive. Please ask questions.

- Overview
- Important Dates
- Test Materials
- Who Should be Tested
- Pre Test Activities
- Test Security
- Demographic Information
- Barcode Labels
- Test Preparation & Administration
- Post Test Activities
- Tips for a Successful Testing Program



Overview

- The Indiana Department of Education (IDOE) designated LAS Links™ as the Limited English Proficiency Assessment for the state.
 - It complies with NCLB requirements and measures students' skills in Speaking, Listening, Reading, Writing and Comprehension.
 - It will be used for the official AMAO* calculation.
 - Annual Assessment LAS Links Form A and B
 - Initial Assessment Placement Test and Pre LAS 2000

*Annual Measurable Achievement Objectives

Important Dates

January 20 – February 26, 2010	Test Administration Window
December 14, 2009 – February 8, 2010	Replacement Orders Due
February 12 – March 24, 2010	Window to Schedule Materials Pick-up
March 26, 2010	Materials Pick-up Deadline
February 15 – February 24, 2010	Window to Submit Non-Participation Notice
May 14, 2010*	Delivery of Score Reports to Corporations
*This in-site date is dependent on the timely receipt of materials from all school corporations.	

Test Materials

- Test materials were delivered mid-December based on data gathered through the Online Enrollment application.
 - If you missed the Enrollment window and you need Form A materials you can access the electronic short/add order form posted on the IN LAS Links website at:
http://www.doe.state.in.us/lmmp/LAS_Links.html
 - Please be aware that you will need your current inventory information in order to complete the form.
 - If you need additional Large Print or Braille materials please contact the CTB Indiana Help Desk to order by calling 800-282-1132.

Please Note: This year you will reuse the non-consumable “Form A” testing materials that you received in 2008. The non-consumable tests materials are the Student Books for Grades 4-12, Classroom Kit containing Examiner’s Guide, CD/audio cassettes and Cue book for K-1 and 2-3.

Who Should be Tested

- All LEP students in grades K-12
- Students that scored an Overall Level 5 on LAS Links for the first time in Spring 2009
- Do not test students scoring fluent (Level 5) on the LAS Links Placement Test in Fall 2009 or those that scored a Level 5 on the LAS Links assessment two years in a row (Spring 2008 and Spring 2009)

Pre-Test Activities

- Test Coordinator's Kits were delivered to all corporations in mid-December. Please check to be sure you have enough:
 - Group Information Sheets (GIS)
 - School/Group Lists (SGL)
 - Shipping labels
 - Envelopes for returning answer documents
- If there is a discrepancy or shortage call CTB at 800-282-1132.

Pre-Test Activities

- Please check your materials shipments against the packing list prior to the beginning of the test administration window.
 - Test Books will be in packages of 10 or 25
 - Answer Books (for Grades 4-12) will be in packages of 10 or 25
 - If there is a discrepancy or shortage call CTB at 800-282-1132.

Pre-Test Activities: Test Materials

Grade Span	Student Material	Examiner Material
K-1	Student Book	Student Book
2-3		Examiner's Guide Cue Book Audio Listening CD
4-5	Student Book	Student Book
6-8	Student Answer Book	Examiner's Guide
9-12		Audio Listening CD

Note: The examiner may also want to have a blank cassette to record student responses.


Test Security

- Test security is everyone's job.
 - Keep all tests secure until it is time to administer to students (i.e., store in locked cabinets)
- These test materials will be re-used in future years.

[illegible]

Demographic Descriptions

- Student ID Number (6)
 - Student Testing Number (STN)
 - Right justify and fill leading column with zeros



6	STUDENT ID NUMBER								
	1	2	3	4	5	6	7	8	9
	0	0	0	0	0	0	0	0	0
1	●	1	1	1	1	1	1	1	1
2	2	●	2	2	2	2	2	2	2
3	3	3	●	3	3	3	3	3	3
4	4	4	4	●	4	4	4	4	4
5	5	5	5	5	●	5	5	5	5
6	6	6	6	6	6	●	6	6	6
7	7	7	7	7	7	7	●	7	7
8	8	8	8	8	8	8	8	●	8
9	9	9	9	9	9	9	9	9	●

Demographic Descriptions

■ Student ID Number (6)

- For students whose STN contains alpha characters, you must add the number 9 to the beginning of the STN and replace the alpha character with a numeric character:
A= 1 B=2 C=3 D=4

6 STUDENT ID NUMBER									
9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	●	1	1	1	1	1	1	1	1
2	2	●	2	2	2	2	2	2	2
3	3	3	●	3	3	3	3	3	3
4	4	4	4	●	4	4	4	4	4
5	5	5	5	5	●	5	5	5	5
6	6	6	6	6	6	●	6	6	6
7	7	7	7	7	7	7	●	7	7
8	8	8	8	8	8	8	8	●	8
9	9	9	9	9	9	9	9	9	●



Demographic Descriptions

■ Home Language (8)

- Data must be recorded for new students. Data has been collected for existing students, but recording this information here may be helpful.
- Only students who have Spanish as their home language will receive a Spanish home report

■ Purpose of Test (9)

- Annual Assessment only

Demographic Grid Page Two

10 DATE TESTING COMPLETED					11 TEST INVALIDATION		12 TEST EXEMPTIONS		13 ABSENT	
Month	Day		Year		(Mark all that apply)		(Mark all that apply)		(Mark all that apply)	
<input type="radio"/> Jan					<input type="radio"/> Speaking	<input type="radio"/> Speaking	<input type="radio"/> Speaking			
<input type="radio"/> Feb	<input type="radio"/> 0	<input type="radio"/> 0	<input checked="" type="radio"/> 20	<input type="radio"/> 0	<input type="radio"/> Listening	<input type="radio"/> Listening	<input type="radio"/> Listening	<input type="radio"/> Listening		
<input type="radio"/> Mar	<input type="radio"/> 1	<input type="radio"/> 1		<input type="radio"/> 1	<input type="radio"/> Reading	<input type="radio"/> Reading	<input type="radio"/> Reading	<input type="radio"/> Reading		
<input type="radio"/> Apr	<input type="radio"/> 2	<input type="radio"/> 2		<input type="radio"/> 2	<input type="radio"/> Writing	<input type="radio"/> Writing	<input type="radio"/> Writing	<input type="radio"/> Writing		
<input type="radio"/> May	<input type="radio"/> 3	<input type="radio"/> 3		<input type="radio"/> 3						
<input type="radio"/> Jun		<input type="radio"/> 4		<input type="radio"/> 4						
<input type="radio"/> Jul		<input type="radio"/> 5		<input type="radio"/> 5						
<input type="radio"/> Aug		<input type="radio"/> 6		<input type="radio"/> 6						
<input type="radio"/> Sep		<input type="radio"/> 7		<input type="radio"/> 7						
<input type="radio"/> Oct		<input type="radio"/> 8		<input type="radio"/> 8						
<input type="radio"/> Nov		<input type="radio"/> 9		<input type="radio"/> 9						
<input type="radio"/> Dec										

14 USA SCHOOL ENROLLMENT			15 MOBILITY		16 PROGRAM PARTICIPATION		17 SPECIAL EDUCATION		18 DISABILITY	
(Mark the year this student first enrolled in a school in the United States)			(Mark the grade in which this student was first enrolled in a U.S. school)		(Mark all that apply)		(Mark all that apply)		(Mark one only)	
<input checked="" type="radio"/> 19	<input type="radio"/> 0	<input type="radio"/> 0	GRADE		<input type="radio"/> ESEA Title I	<input type="radio"/> IEP	<input type="radio"/> A	<input type="radio"/> SED		
<input checked="" type="radio"/> 20	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> K	<input type="radio"/> 7	<input type="radio"/> English Language Learner (ESEA Title III)	<input type="radio"/> 504	<input type="radio"/> D	<input type="radio"/> LN	<input type="radio"/> HI	<input type="radio"/> SLI
	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 8	<input type="radio"/> Gifted and Talented		<input type="radio"/> MU	<input type="radio"/> TBI	<input type="radio"/> OI	<input type="radio"/> VI
	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 9	<input type="radio"/> Indian Education		<input type="radio"/> OH	<input type="radio"/> ME		
	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 10	<input type="radio"/> Migrant Education					
	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 11						
	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 5	<input type="radio"/> 12						
	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 6							
	<input type="radio"/> 8	<input type="radio"/> 8								
	<input type="radio"/> 9	<input type="radio"/> 9								

19 ACCOMMODATIONS					20 SPECIAL CODES														
(Mark all that apply)																			
	S	L	RD	WR															
DC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
RQE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
RPE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
RSR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
SA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
ASM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
RDNL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
					<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
					<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
					<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9

Demographic Descriptions (cont.)

■ Date Testing Completed (10)

- Bubble and write in the date the student was tested

■ Test Invalidation (11)

- Special circumstances that affect individual or group performance can invalidate test results. *This will be a very rare occurrence.* Mark the sections of the test that need to be invalidated. Consult the school test coordinator before invalidating any test section.
- The student will not receive a score for any section that is marked as invalid

Demographic Descriptions (cont.)

■ Test Exemptions (12)

- Mark the sections of the test that need to be Exempt
- Consult the school test coordinator before invalidating any test section
- The student will not receive a score for any test section marked as Exempt

■ Absent (13)

- Mark the sections of the test that represent when the student was absent
- Consult the school test coordinator before invalidating any test section
- The student will not receive a score for any section marked as Absent

Demographic Descriptions (cont.)

■ USA School Enrollment (14)

- Not required by IDOE, but may be very helpful
- If used, mark the school year the student first enrolled in a US school

■ Mobility (15)

- Not required by IDOE, but may be very helpful
- If used, mark the grade this student first enrolled in a US school

■ Program Participation (16)

- Not required by IDOE
- If used, mark all of the specially-funded programs that apply

Demographic Descriptions (cont.)

■ Special Education (17)

- Not required by IDOE
- If used, mark all that apply

■ Disability (18)

- Not required by IDOE
- If used, mark only one
- See the Examiner's Manual for a complete list of disability codes

Demographic Descriptions (cont.)

■ Accommodations (19)

- Testing accommodations are only permissible on LAS Links if:
 - the student is identified as Special Education
 - and the student has accommodations outlined in their IEP
- These are the only approved ISTEP+ accommodations permissible on LAS Links, not the accommodations received for being LEP.

Please refer to the student's IEP and/or 504 plan and the ISTEP+ 2009-2010 Program Manual found at:

<http://www.doe.in.gov/istep>

Demographic Descriptions (cont.)

Additional Accommodations Information

Speaking	Listening	Reading	Writing
DC	DC	DC	DC
RQE	RQE	RQE*	RQE
RPE	RPE	RPE	RPE
RSR	RSR	RSR	RSR
SA	SA	SA	SA
ASM	ASM	ASM	ASM
RDNL	RDNL	RDNL	RDNL

*Items that assess Reading Comprehension should not be read aloud to any student. Please contact your LAS Links Test Coordinator for further clarification.

- For students with an IEP or 504 plan, accommodations can be provided following guidance from the ISTEP+ Program Manual.
- Shaded cells in the chart indicate accommodations that are not applicable for students in Indiana based on guidance from the ISTEP+ Program Manual.
- If accommodations were given to students with an IEP or 504 plan, they must be documented on the student data grid.


Demographic Descriptions (cont.)

■ Special Codes (20)

- Mark the number 1 in column T for students who will be administered the LAS Links[®] test for the first time this spring.

20 SPECIAL CODES									
									1
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	●
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Pre-ID Student Labels

SCHOOL LABEL (RETAIN)	HERALDF, TOM	
Teacher: ABCDEFGHIJKLMNB	GRD: 05 Stdnt ID:0123456789	
School: JOHN ADAMS PS	ABCDEFGHIJKLMNB JOHN ADAMS PS	
District: ALPHA S		
	LAS Links:00000117	

- Student Barcode Labels were shipped with your Test Coordinator's Kit.
- One label per student is provided.
- Do not make marks on the label.
- If you bubble any demographic information while using a barcode label, it will override the barcode data.


Pre-ID Label Positioning

HERALDH, PAUL

GRD: 03
Stdnt ID:0123456789

ABCDEFGHIJKLMNB
JOHN ADAMS PS

LAS Links:00000133



GRADES		FORM
2-3		A



Student Book

1 STUDENT'S NAME															2 TEACHER NAME		
Last										First					M.I.		
																SCHOOL NAME	

- Label may be crooked, but must be within the box.
- If a student does not have a label, bubble in all demographic info on a document without a label.

Test Preparation

- If you are a teacher or other authorized test administrator:
 - Identify the students to be tested.
 - Identify locations for each group if testing multiple classes.
 - Prepare students for testing.
 - Have a sufficient supply of #2 pencils available.

Test Administration: Testing Times

- To give students who are English Learners every opportunity to demonstrate their proficiency in English, all portions of these tests are untimed.

Skill Area	Approximate Time	Administration Mode
Speaking	10 minutes	Individual
Listening	15 minutes	Group or Individual
Reading	35-45 minutes	Group or Individual
Writing	35-45 minutes	Group or Individual

Post-Test Activities

- Make sure student responses are dark.
- Erase stray marks.
- Remove all paper clips, sticky notes, and extra pieces of paper.
- Review the Test Coordinator's Manual.

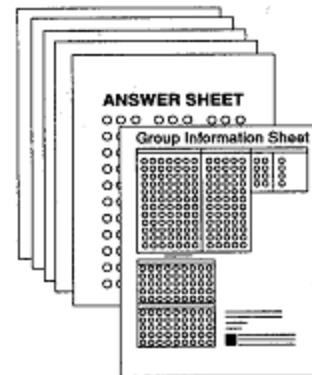
Group Information Sheet

[illegible]

Preparing Materials for Shipment

Site Coordinator

- Complete one Group Information Sheet (GIS) per group
 - Write in and bubble:
 - teacher's name
 - number of students tested
 - grade
 - Place the GIS on top of a group of answer documents
- Package GIS, test books and answer documents in the return envelopes provided by CTB



You fill in

Preprinted

Preparing Materials for Shipment (cont.)

Site Coordinator

- School/Group List — Fill in:
 - Contact person
 - Phone number
 - Number of test documents enclosed by teacher name and grade
 - SGL provides an inventory of your GIS forms
 - It is important that the student counts on your GIS forms and your SGL need to match

Sending Materials to Corporation Coordinator

- If possible, reuse original test material boxes.
- Number boxes 1 of ____, 2 of ____, etc.
- Put the School/Group List in Box #1.
- Once testing is done in your building, send your boxes to the corporation's test coordinator.



Sending Materials to CTB

Corporation Test Coordinator

- Check accuracy and completion of GIS forms.
- Condense envelopes into as few boxes as possible and add packing material if necessary to fill box (no Styrofoam please).
 - Styrofoam particles can affect the accuracy of CTB scanners.
- Put all School/Group Lists in Box #1.
- Review the Test Coordinator's Manual.

Sending Materials to CTB (cont.)

- You must schedule your pick up online no later than **March 24, 2010**.
- Number boxes 1 of ____, 2 of ____, etc.
- Use labels provided in your Test Coordinator's Kit to ensure correct processing.

Tips for a Successful Program

- Check shipments immediately upon receipt (at all levels).
- Maintain test security.
- Schedule testing for mornings, whenever possible.
- Schedule testing on Tuesdays - Thursdays, whenever possible.
- As a corporation coordinator, it is important for you to be available to answer any questions that may arise regarding the test or the process.
- Make sure that students are tested **within the correct grade span**.

Tips for a Successful Program (cont.)

- Read the Test Coordinator's Manual and Examiner's Manual carefully.
- Make sure that all coding is correct.
- Make sure that there are no missing Group Information Sheets or School/Group Lists.





Your Partner in Assessment

WEBSITE: www.ctb.com